

# Identify factors that shape behaviour

A suggestion for implementing the strategy

'Be proactive' from the Guide: [Behaviour and learning](#)

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## **Includes:**

Gather information to inform practice

Value whānau knowledge

Learn about preferences and sensitivities

Ask what helps

Innovate with getting to know your learner

Walk in learner's shoes

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Be proactive](#)

Suggestion: [Identify factors that shape behaviour](#)

Date

18 June 2026

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/identify-factors-that-shape-behaviour](https://inclusive.tki.org.nz/guides/behaviour-and-learning/identify-factors-that-shape-behaviour)

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## Gather information to inform practice

Use a team approach to gather information, understand and respond to factors that shape behaviour. Monitor approaches, identify issues early and build effective practices.

- Develop information and data collection, monitoring, and reporting systems.
- Identify and respond to issues early.
- Share effective approaches across home and school.
- Identify and cater for professional development needs.
- Develop clear communication and monitoring systems to ensure information is passed between staff and settings.
- Develop and use a decision-making process that is centred on the learner and allows for shared knowledge and collaboration.
- Develop processes for accountability and ongoing review of behaviour approaches.

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## Value whānau knowledge

My son is... intelligent, musically talented, responsible, loving, and very good company.

My son is not great at decoding. Actually he is terrible, but he loves to read using his Kindle. He loves to learn and finds ways to learn all the time with his iPad.

**Parent of child with dyslexia**

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## Learn about preferences and sensitivities

Partner with ākonga, whānau, colleagues and the student's team to learn about student preferences and needs.

- ✓ Seek and act on student voice.
- ✓ Give ākonga and whānau regular opportunities to share preferences and sensitivities. These may change over time.
- ✓ Notice differences in behaviour between spaces, contexts and teachers.
- ✓ Identify factors that support success and aim to replicate them as far as possible.
- ✓ Identify factors that cause distress and minimise or address those things within your control.

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## Ask what helps

Discuss possible supports and make these available to all students.

Tate from Onslow College explains what works for him in the classroom.



Video hosted on Vimeo <http://vimeo.com/100662200>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/showcase/2950799>

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## **Innovate with getting to know your learner**

Learner profiles can help school staff build relationships with ākongā and their whānau, understand their perspectives and design learning to meet learner needs. There are many creative and innovative ways to build knowledge about your learner.

Creative alternatives to learner profiles:

#### 1. All About Me Interviews

- One-on-one chats with a teacher or peer using simple, structured questions.
- Use visuals or yes/no prompts.
- Record answers through voice, video, or drawing:
- "What do you like at school?"
- "What helps you learn?"

#### 2. Video Introductions / Self-Presentations

- Learners record short videos introducing themselves.
- They can show their strengths, interests, and needs.
- Great for visual and verbal expression — use prompts or interview formats.

#### 3. Photo Collages or Vision Boards

- Learners select photos of people, places, things, or activities they like.
- Use magazines, printed photos, or digital tools (like Canva or Book Creator).
- Add labels or short captions if appropriate.

#### 4. Learning Choice Baskets

- Use a basket or box filled with objects that represent learning preferences (e.g., headphones, timer, picture of a friend, fidget, iPad).
- The learner selects what helps them learn best.
- You can record their choices as a profile.

#### 5. Interactive Poster or Wall Display

Create a classroom wall or board where learners can add post-its or pictures under categories:

"I feel calm when..."

"I like learning with..."

"I want to get better at..."

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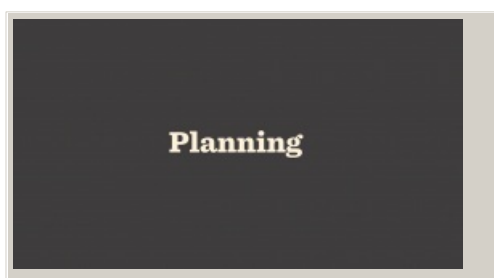
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## Walk in learner's shoes

Anita describes how she begins her planning thinking about the students not the content or activities.



Video hosted on Vimeo <http://vimeo.com/220585051>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/album/2950799/sort:date/format:thumbnail>

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